



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY270955

DfES Number: 512430

INSPECTION DETAILS

Inspection Date 20/01/2003
Inspector Name Katherine Powell

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care
Setting Name Park Community Group
Setting Address Park Community Primary School
Robin Hood's Walk
Boston
Lincs
PE21 6PL

REGISTERED PROVIDER DETAILS

Name The Committee of Park Community Group Committee 1034704

ORGANISATION DETAILS

Name Park Community Group Committee
Address Park CP School
Robin Hoods Walk
Boston
Lincolnshire
PE21 9LQ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Park Community Group Pre-School is committee-run group which has been operating since 1976, moving to their current new premises in 2003. The group operates from a mobile building within the grounds of the Park Community school site. The building comprises 2 play rooms, toilet and kitchen facilities, an office, staff room and storage space. There is adjoining outdoor play space. The facility serves the local rural community.

The group may care for no more than 34 children from 3 years to under 8 years at any one time, or 32 children from 2 years to under 8 years at any one time. There are currently 65 children on roll. This includes 32 children in receipt of nursery funding for 3 and 4 year-olds. Three children have been identified as having special needs, and two children speak English as a second language.

During term times, the group is open for pre-school aged children from 9am to 11.30am, and from 12.30pm to 15.00pm with an optional lunch club from 11.30am to 12.30pm. There is also an out of school facility which, during term time is open a for breakfast club from 7.45am to 8.45am, and an after school club from 15.15pm to 18.00pm, this facility is available to children of primary school age and also operates from 7.45am to 6pm during most school holidays, subject to demand.

There are 6 members of staff employed to work with the children, of these, four staff hold childcare qualifications and 2 are working towards these. Staff have attended numerous courses relevant to their work. The group is a member of the Pre-School Learning Alliance and is a registered charity.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Centenary Pre-School offers good quality nursery education where children enjoy learning through a range of stimulating activities. Effective teaching helps children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Planning and assessment systems provide an effective framework to help children make progress. The key strengths in creative development are due to the emphasis given by staff to promoting children's creativity through music, craft and role play activities. A wide range of tools and resources is provided to stimulate children's imaginations. Generally, staff promote children's learning well through careful questioning. However, opportunities are sometimes missed to extend children's understanding of addition and subtraction during practical activities and daily routines. Effective systems are in place to provide good support for children with special needs and for those who speak English as a second language. Information on children's progress is regularly shared with parents.

Children are encouraged to express their ideas and thoughts verbally and to persevere with more challenging tasks. Generally good standards of behaviour are maintained and children form effective relationships with each other and staff. However, opportunities are missed to extend children's social skills and promote language development during snack time.

Leadership and management is generally good. Strong leadership ensures that good early years practice is shared and areas for future development are identified. Further training for staff is valued and encouraged.

The partnership with parents is very good. Staff regularly talk to and share information with parents about their child's progress. Parents receive good written information about the educational programme and are encouraged to be involved in the children's learning.

What is being done well?

- Children's creative development is very good. Staff stimulate children's imaginations and foster creativity through a wide range of craft, music and role play activities.
- Staff work well as a team and provide an interesting range of activities, good role models and a stimulating learning environment.
- A very good partnership with parents is fostered through effective verbal and written communication. Parents are encouraged to be actively involved in their children's learning.
- The planning of the educational programme effectively promotes learning in all six areas. The main focus for children's learning is clearly identified, staff

are aware of their roles and responsibilities and assessments and evaluations are used to inform future planning.

What needs to be improved?

- the organisation of snack time to extend opportunities to develop children's social and language skills.
- staff's awareness of opportunities during practical activities and daily routines to develop children's understanding of addition and subtraction.
- the organisation of the reading area to make books and resources more inviting and accessible to children.
- the opportunities provided for children to practise writing for a variety of purposes.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection to address the issues raised. Staff are fully informed of the educational programme by contributing to curriculum planning meetings and by having clear, detailed activity plans to refer to during the session. The current planning format clearly identifies the main learning objectives for the range of activities provided, the resources that will be needed, how the children will be grouped and how children will be supported by staff during the activity.

The manager makes good use of professional courses which are available through the Early Years Development and Childcare Partnership. Staff have attended a wide range of relevant courses and one member of staff is currently undertaking a recognised qualification. Other members of staff are interested in undertaking qualifications in the future.

The pre-school receives good support from a local primary school and teaching resources are regularly shared. The group subscribes to a number of educational publications in order to be informed of current issues and to stimulate new ideas when planning activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in personal, social and emotional development. They relate well to each other and have formed effective relationships with staff. Children are motivated to learn and select resources independently. Opportunities are missed to extend children's social development during snack time. Good standards of behaviour are maintained.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication, language and literacy is generally good. They have learnt a range of familiar stories and rhymes and join in with enthusiasm. Through participation during story time children are learning the conventions of reading. Staff engage children in conversation and value their thoughts and ideas. Opportunities are provide for children to develop their small hand skills. However, children have limited opportunities to practise writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. They are able to count in sequence to ten and beyond and use number in everyday situations such role play activities. They can recognise and name familiar shapes and create simple patterns. Opportunities are missed to develop children's understanding of addition and subtraction through practical tasks and daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. They have the opportunity to explore the natural environment and describe materials using their senses. Children are developing their understanding of the uses of technology and use the computer to support their learning. Through topic work and visits children are gaining an awareness of different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. Their small hand skills and whole body movements are developed through effective use of a wide range of equipment and tools. Children use the available apparatus with confidence and have developed good spatial awareness. Staff make good use of the local park for outdoor activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in creative development. Staff encourage children to express their ideas freely through a wide variety of craft, music and role play activities. A good range of resources and tools is provided to stimulate children's imaginations. Children have learnt a variety of songs and have frequent opportunities to play a range of musical instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve the organisation of snack time to extend opportunities to develop children's social and language skills.
- develop staff's awareness of opportunities during practical activities and daily routines to promote children's understanding of addition and subtraction.
- Points for consideration:
 - develop and improve the organisation of the reading area to make books and resources more inviting and accessible to children.
 - extend the opportunities provided for children to practise writing for a variety of purposes.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.